KWL Table

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| What do you **KNOW** about backward design? | What do you **WANT**/need to learn about backward design? | What have you **LEARNED** about backward design? |
| * Clear, well-defined goal * Identify the knowledge, skills and mindsets that you need to achieve the goal * Plan specific outcomes * Begin with the end in mind * Time frame is needed (pacing) * How will you assess the end result (summative and formative assessment) * Create a diagnostic * Involves vertical planning and understanding of colleagues curriculum * Progress monitoring * Data-driven * Rigorous lessons * Engaging lessons * Standards-aligned | * Want to know how to match the rigor with needs of different students (differentiation) * How is the vertical continuum achieved? (time to plan with vertical teams) * Role of interventions (tier 1 and 2) * How do we ensure that content and assessments are rigorous enough? * How does it look on a daily basis? * Interventionists working with classroom teachers * Getting students to think deeper, asking/creating questions that get to deeper knowledge (essential questions) * Process to product * Getting everyone on the same page at Fairview (definition) * Integrating multiple content areas, backward plan multiple contents at the same time * Staff next steps * How do we make sure that students retain the knowledge and apply it in different grades and contents—really teaching for understanding, not just a short-term skill | * “twin sins of traditional design”—activity-based, how will I teach and make it engaging—fall into this trap very easily when trying to create exciting lessons * Evidence of student learning, progression of how we get to that end result, surface level vs. deeper connection * Being flexible with plan * “why” and “so what?”, keep objective in forefront, share this with the kids and with families! * Go back to objective throughout unit and at end * Expectation/objective is the key, less of how they are assessed * Benchmarks: here’s my goal, here’s how I’ll get there * Essential questions guide the entire unit, discuss them every day with students * “rubber meets the road”—making sure we’re steering in the same direction * Moving forward with what we started last year |